UNIT-1

Concept of Inclusive Education

Definition:- Inclusive Education implies all learners with or without disabilities being able to Learn together.

According to **Simone. Aspis** " Inclusive Education should spare. opperstunities for all learners to work together."

According to **NCF (2005)**, "Inclusion is not confined to the disabled. It means non exclusion. Inclusive education thus is about embracing all."

Concept of Inclusive Education

→The term " Inclusive is used to describe one option for the placement of special education students in public school.

→ UNESCO (1994) states that all children learn together, what ever possible regardless of any difficulties they may have.

→ Evolution of Inclusion

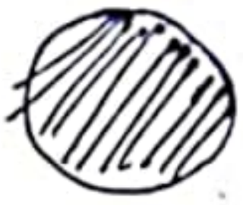
Segrigation

Exclusion from mainstreame

Integration

Physical exclusion in Schools

Inclusion



Inclusion in public School - Classroom.

→It is a less restrictive & more effective environment.

→It reduce barriers to learning.

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Importance of Inclusive Education

→ Children develop positive understanding.

→ Friendship develops

→ Children learn important academic skill.

→ All children learn in different ways

→ Better understanding of strengths & weaknesses.

Characteristics of Inclusive Education

→ Education as fundamental right.

→ School for all.

→ Equal opportunity for all.

→ Child centered approach.

Concept of Impairment, Disability & Handicap

⇒ Impairment – Biological / Structural level

⇒ Disability – Functional level.

⇒ Handicap – Social Level

⇒ Disorders – Impairment – Disability – Handicap

According to the definitions provided by the (WHO) in 1980 in the international classification of Impairment, Disability & Handicaps as follows.

① **Concept of Impairment** :- An impairment is defined a loss of or damage to sensory organs, this may be so from birth or acquired later. This disturbs the normal functioning in its respective area.

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Disability Concept :-

Acc. WHO 1976 - Disability reflects the results of impairment in terms of functional performance & activity by the individual.

- Temporary Total Disability
- Temporary Partial Disability
- Permanent Disability

According to Medical authority, As per the act of "Disability"

① Blindness
② Low Vision
③ Leprocy cured
④ Hearing impairment
⑤ Locomotor Disability
⑥ Mental Retardation
⊕ Mental illness

Handicap Concept :-

→ The "Handicap" is applied to a physical / mental Disability.

→ The result when an individual with an impairment can not fulfill a normal life.

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Types of Disability	Impairment	Disability	Handicap
1. Hearing Impairment	Damage in the ear Mechanism (eg- hole in the ear drum	Difficulties in transmission of sound	Unable to hear normally
2. Visual Impairment	Detachment of eye muscles (eg-Squinty crossed eyed).	Difficulty in focusing the eyes on a particular Image.	Unable to form single Image
3. Orthopaedic Impairment	Paralysis in arm	Difficulty in using arm for grasping and manipulating	Unable to use the arm like others
4. Mental Impairment	Deficiency in Mental ability	Difficulty in doing things like others	Unable to behave like others. Difficulty in understandings abstract concepts
5. Learning Disability	Disfunctioning of specific brain faulty (Eg: Motor area)	Difficulty in writing only. can speak and read normally	Unable to read and write like others

CONCEPT OF SPECIAL EDUCATION

Special Education is designed to ensure that students with disabilities are provided with an environment that allows them to be educated effectively.

→ Physical disabilities such as

- Deafness or blindness
- Mental Disorders
- Dyslexia
- Behavioural disorders

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In 1997, the individuals, with disabilities Education Act:

→ Expands special education services that all disabled children (3-21 yr) will be educated.

→ At least they will be educated in a general classroom setting, for sometimes (Part time).

→ The stipulation that special needs children be educated least restrictive environment led to practice mainstreaming.

→ Special education can include a range of support services, depen on the special needs of the students.

Support Services → (i) Counselling & Psychotherapy
→ (ii) Physical assistance & Therapy
→ (iii) Behavioural modification Techniques.

CONCEPT OF INTEGRATED EDUCATION.

Definition :- Integrated education is the educational Program in which exceptional children attained classes with normal children

The concept of Integrated education arises as outcome of of National Policy of Education, 1986 recommended to provide equal opportunity to all not only for access but also for success.

* Integration signifies the process of interaction of disabled children with normal children in the same educational setting
* Integration also means "Main streaming" or "Normalization"

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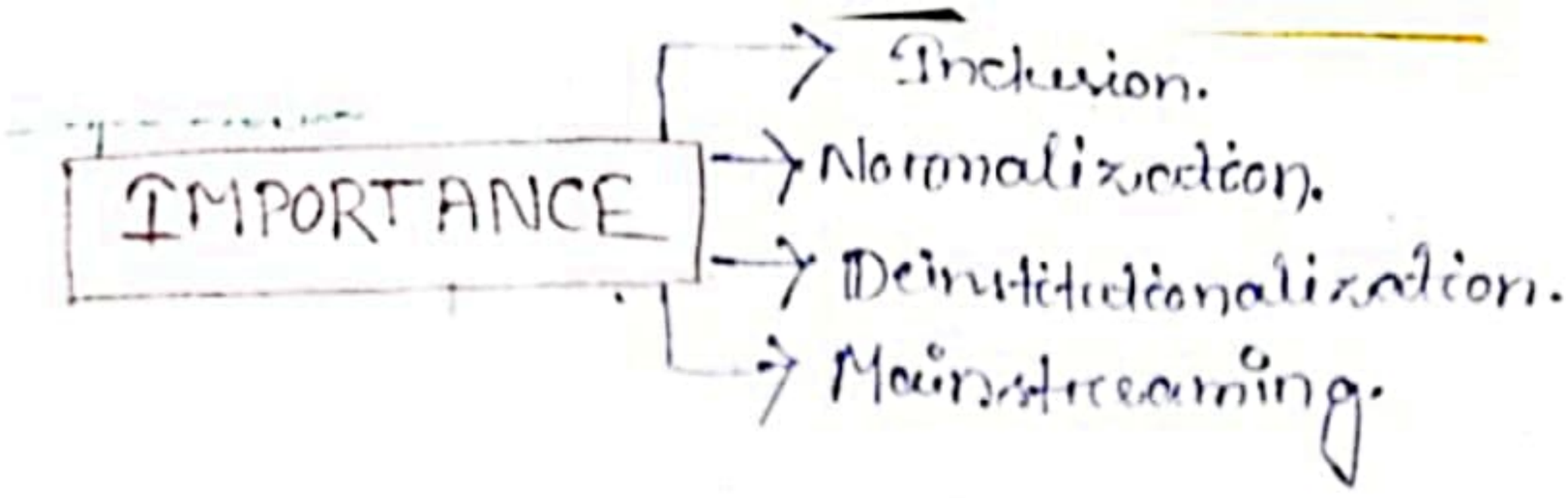


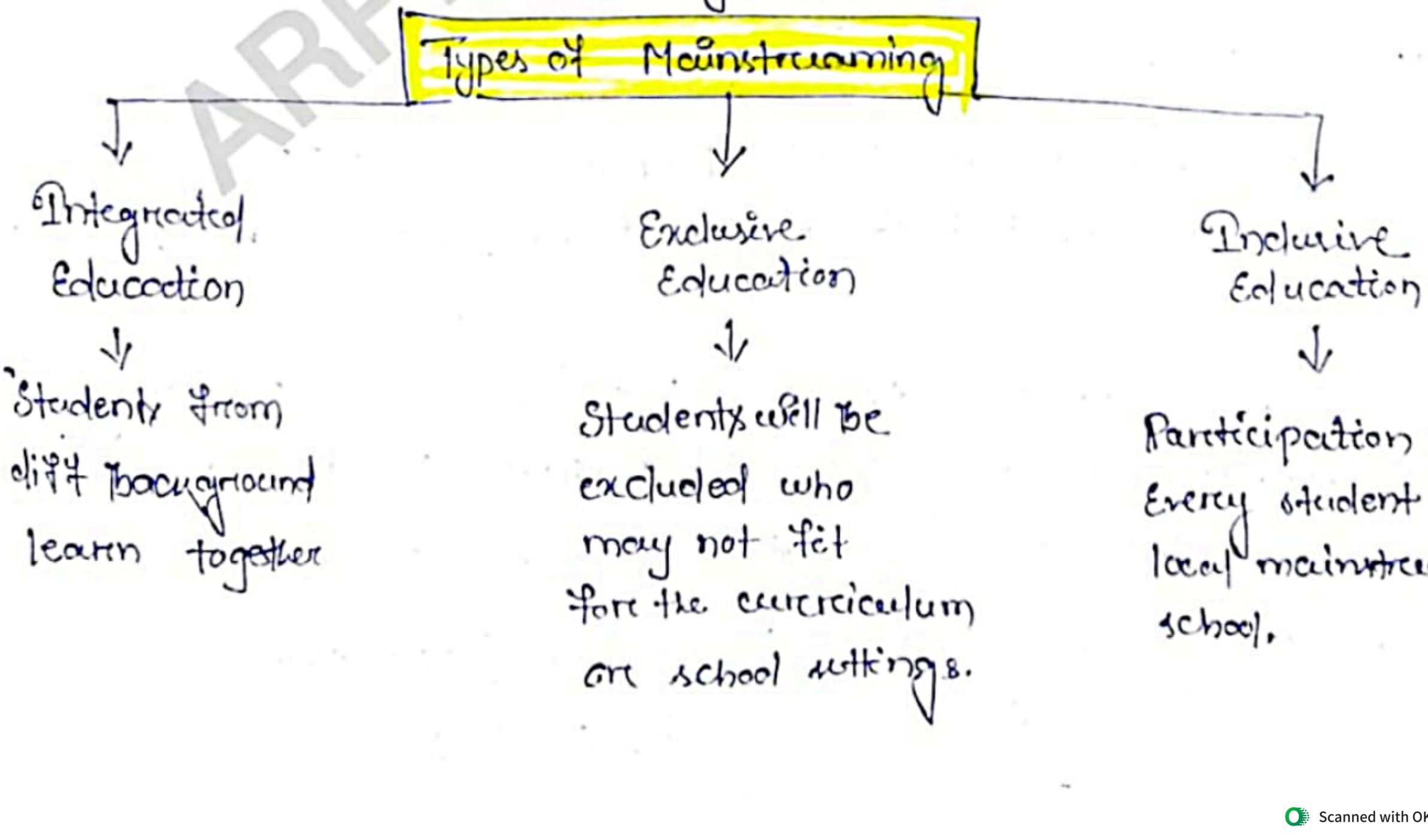
CONCEPT OF MAIN-STREAMING

"Mainstreaming refers to an educational placement procedure & process in which disabled children are educated in the least-restrictive environment to satisfactory provide for their educational and related needs".

Mainstreaming is the context of education is the practice of educating students with special needs in regular classes during specific time periods based on their skills.

→ Mainstreaming does not involve putting a child full time in special school.

→ It does not involve teaching the child outside of School.



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CONCEPT OF INCLUSIVE EDUCATION

Inclusive education can be declared as the process of increasing the participation of students in the cultures, curriculum and communities of local mainstream schools.

Need for Inclusive Education in India for Children with special Needs :-

There have been efforts internationally to include children with disabilities in the educational mainstream.

→ In order to achive truely inclusive education. We need to think about and incorporate children with special needs into regular school.

→ Inclusive education is a better way to help all children succed.

→ It provides opperturnities to develop relationships. Some benifits include-

⇒ Friendship

⇒ Social skill.

National Policy Of Education (NPE, 1986-92)

In 1986, The Indian Govt : Formulated the NPE for our Govt. Schools and articulated a need to integrated students with disabilities.

→ It is also emphasized the needs to re-structured primary teachers training programmes to prepare teachers to deal with the special difficulties of children with disabilities.

* District Primary Education Programme (DPEP, 1994)
* The Person with Disability Act (PWD Act 1995)

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Types - And Characteristics of Children :- With Special Needs

UNIT - I

Meaning of Special Education :-

Special education, also called special needs education, the education of children who differ socially, mentally or physically from the average to such an extent that they require modifications of usual school practices.

There are 13 categories of special education as defined by the Individuals with disabilites education Act (IDEA). In order to quality for special education. children with special learning needs.

Which are as follows :-

1. Autism
2. Blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Disturbance
6. Intellectual Disabilities
7. Multiple Disabilities
8. Orthopaedic Impairment
9. Specific learning disability
10. Speech or language impairment
11. Other health impairment
12. Traumatic Brain Injury
13. Visual impairment

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① Autism : Characteristics :-

→ It is a developmental disability.

→ Affects verbal and non-verbal communication, social interaction & behaviour.

→ Also affects child's educational performance.

② Deafness : characteristics :-

→ It is a hearing problem / issues.

→ It affects childs education.

→ While talking or listening they need high sound voice.

→ They need special skills, techniques before admitted in general school.

③ Visual Impairment : characteristics.

→ When normal child sees at 70 ft distance, these type of child can see at 20 ft distance.

→ They can be taught through Braille or oral method.

④ Emotional Disability : Characteristics :-

→ Some condition which lasts over a long period of time that affects child's educational performance. Such as,

ⓐ. Inability to learn that can't be explained by intellectual sensory / health factor.

ⓑ Unhappiness or depression.

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5) Intellectual Disabilities : characteristics :-

→ Sub-Average general intellectual functioning.

→ Deficits in adaptive Behaviour.

6) Multiple Disability :-

→ Child with two / more impairments simultaneously.

→ A child may be blind and deaf.

7) Specific learning Disabilities :-

→ Specific conditions includes

→ Perceptual disabilities

→ Brain injury

→ Minimal Brain by function

→ Dyslexia or developmental aphasia

8) Speech or language impairment : Characteristics :-

→ It is a communication disorder.

→ language / voice impairment affects child's learning.

9) Traumatic Brain Injury :-

→ language, speech, cognition problem,

→ memory, attention, thinking. problem.

→ Information processing

→ Psychological Behaviour.

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Children with physical challenges -

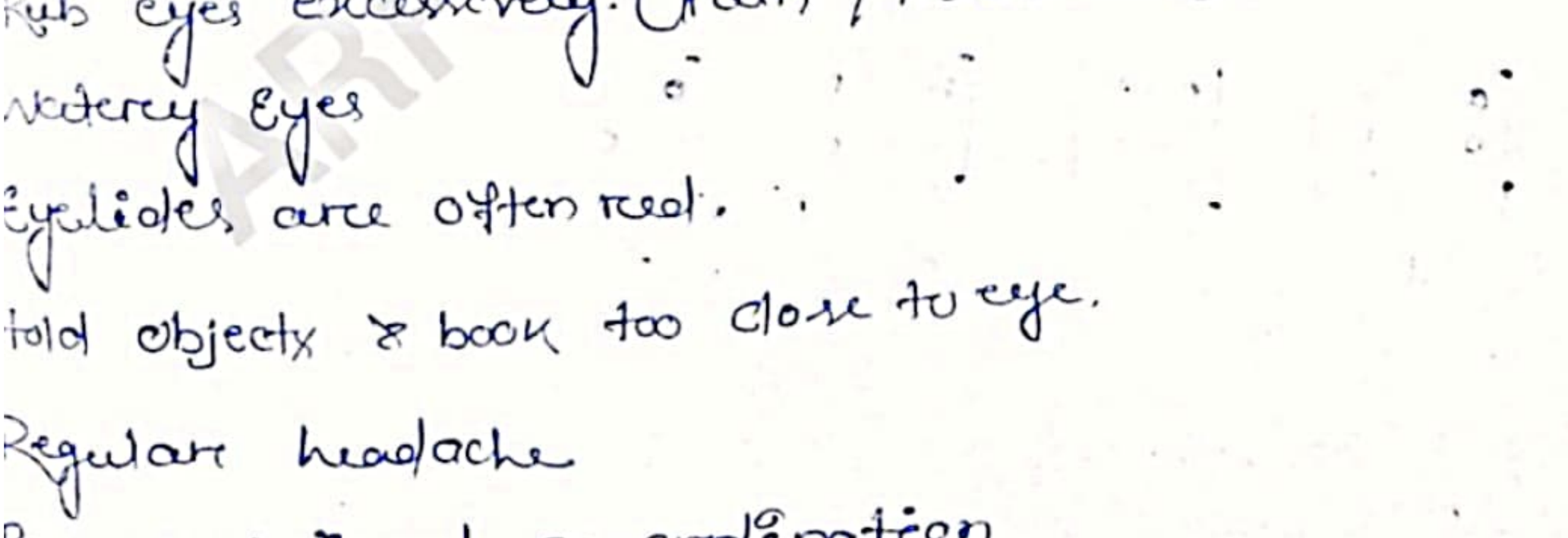
A physically challenged child may be defined as a child who has a disability of locomotor & neurological origin faces a lotx of problems in daily living activities.

Visual Impairment

Visual impairment is a common term used to indicate any degree of vision loss.

It includes both blindness and low vision.

This is related with eye related problems.



Characteristics

Rub eyes excessively. (Pain / irritation).

Watery Eyes

Eyelides are often red.

Hold objects & book too close to eye.

Regular headache

Poor eye & hand co-ordination.

Loses lines while reading.

Unable to seen in night.

Unable to read in low lighting conditions.

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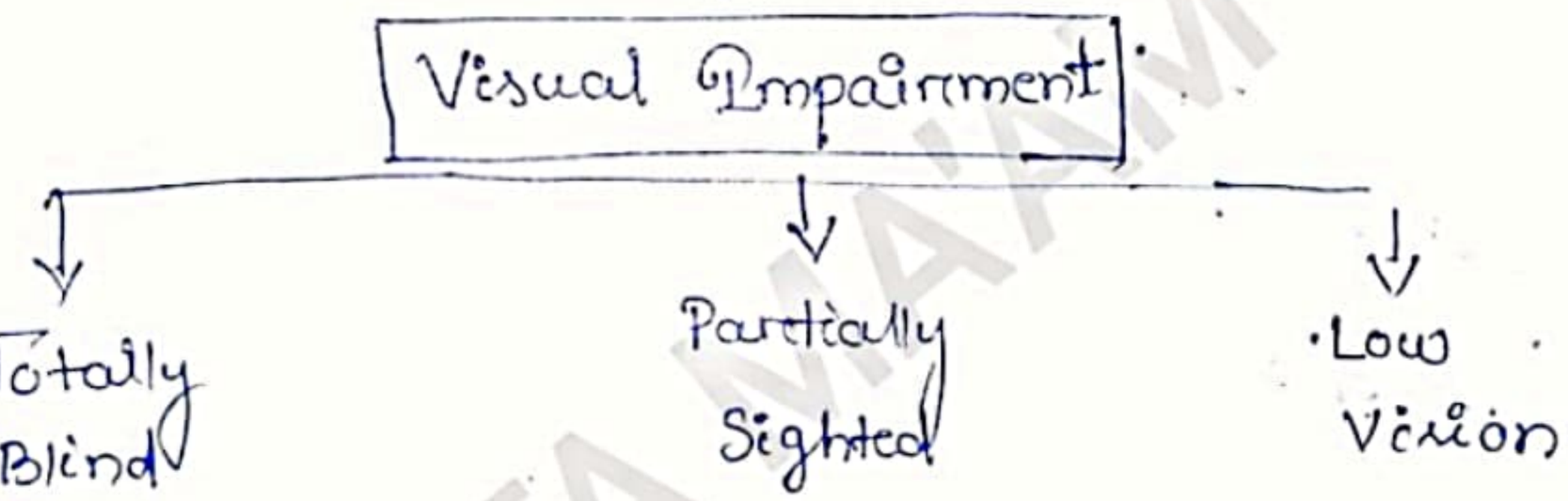

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→ Eyelides are often red.
→ Hold objects & book too close to eye.
→ Regular headache
→ Poor eye & hand co-ordination.
→ Looses lines while reading.
→ Unable to see in night.
→ Unable to read in low lighting conditions.

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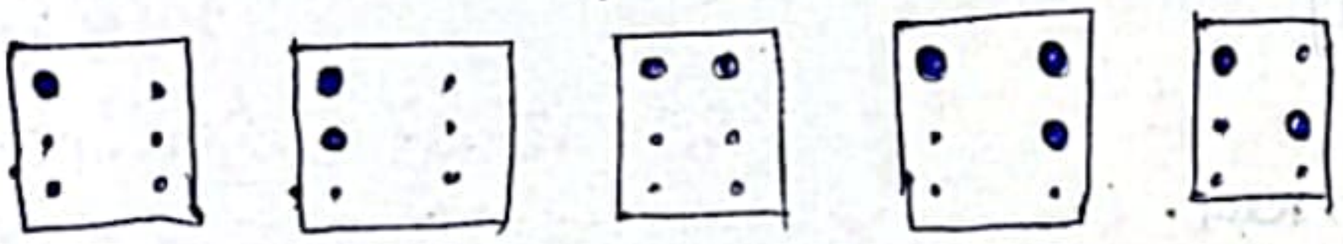
Cause :-

→ Catract
→ Glaucoma
→ Age
→ Diabetic
→ Childhood Blindness
⇒ Blind by Birth.
⇒ Accident
→ Retinal detachment
→ Albinism

The specific skills peculiar to blindness are named "Plus curriculum skills. Plus curriculum includes,

① Braille reading
② Braille writing
③ Daily living skills
④ Sensory training
⑤ Use of mathematic device like abacus

The Braille configration are as follows -



a b c d e

B). Hearing Impairment :-

- Hearing is measured in decibles (dB).
- Normal hearing is of 10/15 dB.

→ Problems with or damage to one or more parts of ears is deafness or hearing loss.

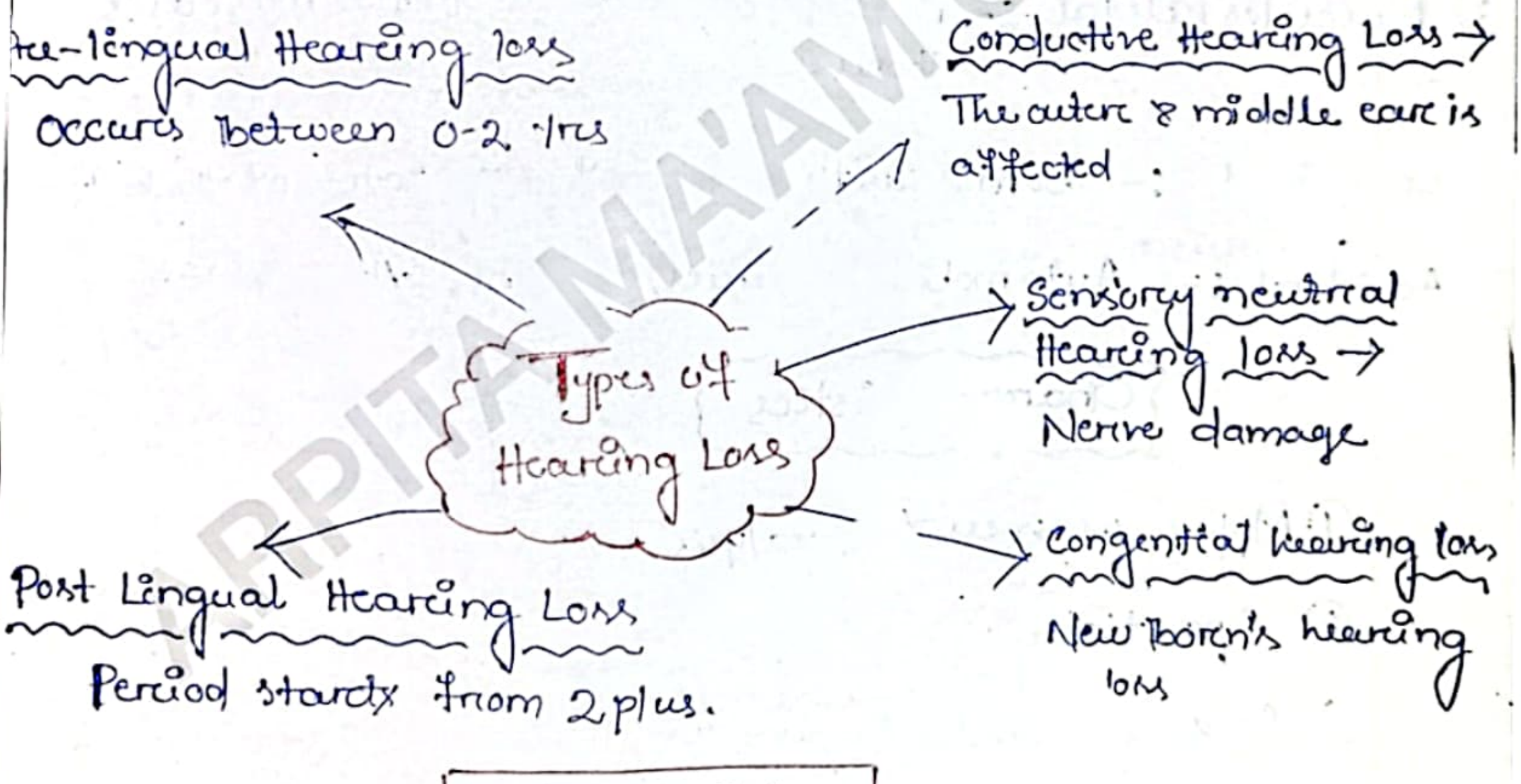
→ Hearing impairment is the loss of hearing temporary or permanent.

Characteristics :-

→ Soft sound can not be heard.

→ Sounds are difficult to separate, so voices can become jumbled up with background noise.

→ Key parts of particular speech sound may not be audiable.



CAUSES

① Obstructions in the outer ear.

② Accidents

③ Infections

④ Old age

⑤ Disease

Locomotor Disability →

Locomotor disability is the disfunction of Bones, joint or muscles.

Ex:- Poliomyelitis, Cerebral palsy, Injury of Spine or Head etc.

Classification of Locomotor Disability

Neurological :- Problems in the CNS, Brain & spinal cord.

Musculoskeletal :- Defects or disease in the muscles & Bones.

Congenital :- Born with defect of any part of the body.

Accident :- Automobile Injuries, Burns, Amputation etc.

Characteristics

① Motor weakness / paralysis

② Spasticity

③ Sensory loss

④ Amputation

⑤ Neurogenic Ulcers

(6) Pain

(7) Infection

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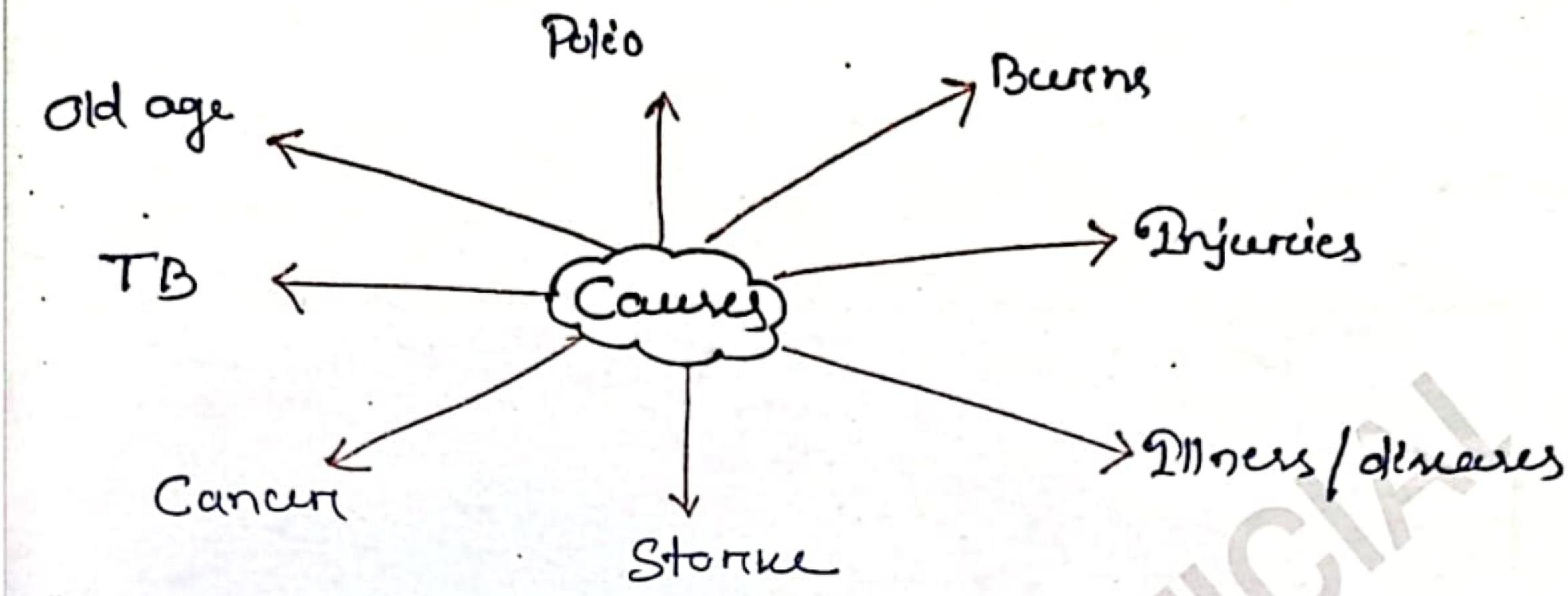

Neurological Disorder :-

Neurological disorder mean neurological dysfunction disorder in nervous system.

'neuro' mean nerve.

he disease has connection with nerve causes neurological problem.

Ex :- • ADHD
• OCD
• Epilepsy
• Migraine

Symptoms

Delusions

Hallucinations

Dis organised speech

Negative Symptoms

Absence of Nomal Behaviour,

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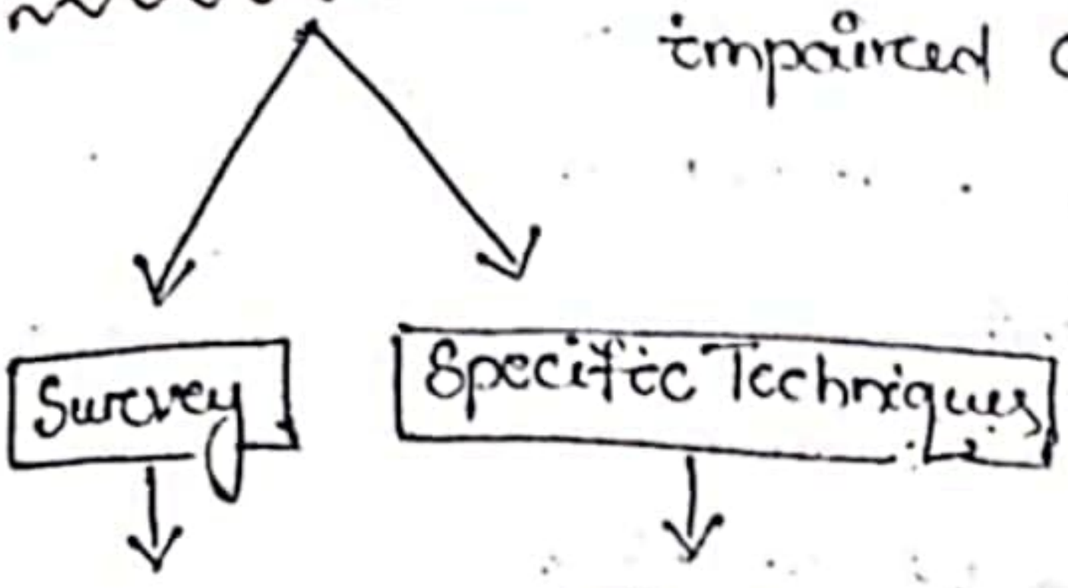
UNIT-3 Identification, Assessment And Educational Provisions

Visual Impairment

Identification :- There are 2 dimensions to identify the Visually impaired Children.



Techniques adopted by the Organization to identify Visual impairment as early as posible.

① Eye Hospitals
② Eye Camps.
③ Population Centres
④ Voluntary Organizedtion
⑤ Through School Teachers.
⑥ Through School Children and Village functionaries i.e Village worker/nurs

Assessment :- There are various assessment Protocols

① Observations / Student Portfolio
② Interviews :
③ Visual reflexes
④ Visual response to light / object etc.,

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Essential Provisions :- ① Special Class
② Minimum Visual task
③ Taking calculator.
④ Magnifying Glasses.

Variables to Caridet :- ① Print Size assessment
② Readability of material
③ Environment
④ Functional Vision
⑤ Availability of Materials

Expanded Core Curriculum (ECC) Assessment:-

(1) Independent living
(2) Carrier Education
(3) Recreation & Leisure
(4) Social Interaction
(5) Self - Determination

Vision Characteristics are considered on the Basis of

Educational Provisions - For Visually Impaired Children

① Use remaining sight.
② Close circuit Television.
③ Magnifing glasses & Hand magnifiers.
④ Large Print Materials
⑤ Tape recording
⑥ Braille.

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Identification of Hearing Impairment

Identification Techniques

1. Development Scale :- (Bayley scales of Infant Development).
2. Neuro psychological Test :- To find out cerebral dysfunction or brain damage.
3. Medical Examination of the Children :- Examination by Physician.
4. Case Study of the Child :-

Identification of the Child → Symptoms → Health History → Family History

5. Systematic Observation of the Child Behaviour

→ Frequent Ear aches.
→ Tilt the head towards the source of sound.
→ These children show restlessness.
→ Unable to follow direction
→ Focus on Speaker's lip
→ Avoid to participate in group activity.

Assessment Protocols :-

1. Systematic Observation
2. Parents Interview
3. Teachers Interview
4. Student Portfolio.

Educational Provisions :-

1. Use of Hearing-aids
2. Auditory Training

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③ Speech reading
④ Role of Parents & School.

Locomotor Disability

Generally, the person with Locomotor dibability are identified with their physical deformities & activities

① Loss or absence or Inactivity of Body organ.
② Amputation, paralysis, Cerebral Palsy etc.
③ This stops them from doing their normal activity.
④ There are physical deformities.

Identification of Locomotor Disability :-

(1) Deviation or Stones.
② Use only one side of the Body
③ Excessive stiffness or floppiness of Child.
④ Difficulty in Hand or Leg movement.
⑤ Difficulty in running etc.

Variables - in assessing loco-motor Disability :-

① Strength of Muscle
② Range of Joint Motion
③ Stability
④ Co-ordination
⑤ Hand function
⑥ Sensation
⑦ Complication like Pain, infection etc

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Educational Provisions for Loco-motor Disability :-

1) **Hands On Therapy** :- → Physiotherapist, occupational therapist & specialists provide direct hands on Treatment.
→ Techniques used - Positioning, Bracing and Exercising.

2) **Assistive Device** :- → Brace, → Splints (Which Helps the child to move with stability)

3) **Medication** :- → Medication should be prescribed by concern physician.
→ This will help to reduce pain or infection & improve health condition.

4) **Surgery** :- → Orthopedic / neurologic Surgery.

5) **Special Devices & appliances** :- (I) Canes (II) Braces
(III) Walkers (IV) Wheel Chairs

6) **Modifying The Environment** :- Students with Locomotor disability frequently find it necessary to adopt equipment, schedules, or settings so, that students can participate in educational & recreational activities

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CHILDREN WITH NEUROLOGICAL DISORDER

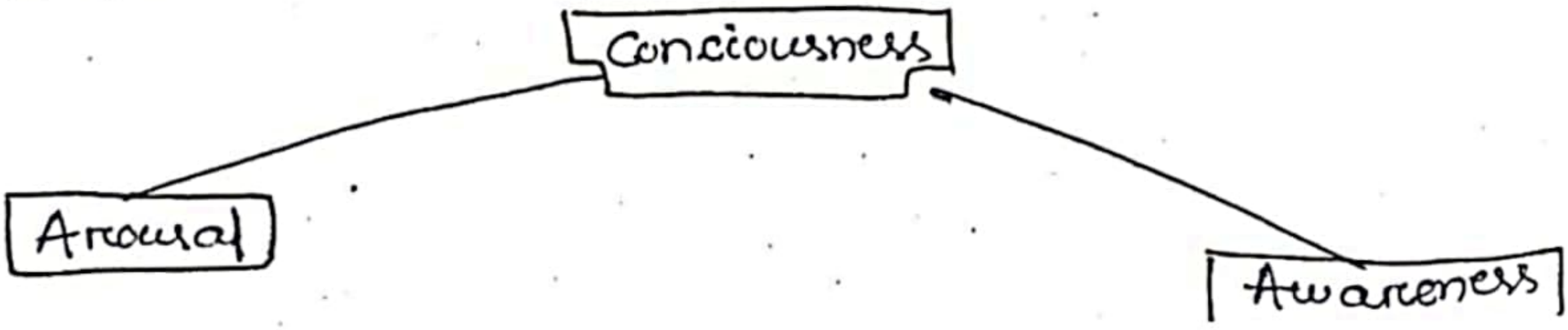
Identification :-

- Neurological disabilities include a wide range of disorders such epilepsy, learning disability, autism, ADD, brain tumors & cerebral palsy just to name a few some neurological condition. are congenital, emerging before Birth.
- Other conditions may be caused by tumors, degeneration, trauma; infections or structural defects.

Symptoms :-

→ Headache
→ Difficulty with speech
→ Inability to read & write
→ Alternation in memory
→ Altered consciousness
→ Confusion / change in thinking
→ Decreased hearing
→ Decresed sense, smell or taste
→ Motor weakness

→ Consciousness is difficult to measure directly. But it is estimated by observing how individuals respond to certain stimuli.



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Components of a neurological assessment :-

- Interview
- Vital Signs
- Motor function
- Sensory function
- Tone
- Cerebral function
- Level of Consciousness
- Pupillary reaction

Educational Provisions :-

A thorough evaluation will be conducted including information regarding the child's social, emotional, physical & Academic levels & needs.

→ In many other cases " Other Health impaired" will be the category the child is identified under. 3 factors are responsible for deciding the teaching procedures of neurologically impaired children.

(1) Task Analysis

(2) Rubrics / Portfolio

(3) Social Needs of the child.

Identification, Assessment and Education of Gifted - Children

Identification of Gifted children

(a) Intelligence Test

(b) Scholastic achievement Test :- Diagnosing the strength & weakness of children in School Subjects.

(c) Observation :- Ability in music, fine arts, leadership etc.

(d) Personality Test (e) Creativity Test (f) Aptitude Test etc.

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(g) Report of the Teachers
(h) Report of the Parents.
(i) Performance in co-curricular activities.

Assessment Procedure :-

There are various assessment procedures.
(i) Wechsler's Intelligence scale for children (WISC)
(ii) Wechsler's preschool & primary scale of Intelligence. (WPPSI)
(iii) Clinical test-tools to diagnosis.
(iv) IQ score test
(v) Reasoning Test
(vi) Speed Test

Educational Provisions for Gifted Children

① Selection (Find out)

② Acceleration
→ Early Admission
→ Quick Promotion
→ Non-graded class
→ Extra Courses

③ Segregation
→ Special Selection
→ Coaching Section
→ Club Section
→ Special School

④ Enrichment.
→ Individual ac
→ Library Faci
→ Excursion

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Mentally Challenged (or) Mental Retarded Children

Identification of Mentaal Retarded Child :-

→ The child may have any congenital abnormality.
→ Academic performance is low.
→ Can't follow instruction while doing a task.
→ Difficulty in paying attention.
→ Unable to achive daily routine ie toileting, eating etc.
→ Social adjustment is limited to home / close environment.
→ Slow Language development.

Educational Provisions For Mentally Retarded Educable Child

① Individualization
② Learning by doing
③ Need for learning readiness
④ Graded Curriculum
⑤ Repetition
⑥ Periods of Short duration
⑦ Projects

Educational Provisions for Trainable Children :-

① Self - care
② Social Training
③ Sensory Training
④ Language Development
⑤ [illegible] & music

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Educational Provisions for Untrainable Children

Intellectually this group of children come under "idiety" or 'custodial' they posses D.Q below 20-25 on the Intelligence Test.

Educationally they are classified as untrainable because such children are so low that they do not learn to walk or talk or take care of themselves.

AUTISM (ASD)

→ Autism is noticed during the child's first 3 years.

→ Although autism is present at birth, signs of the disorder can be difficult to identify during infancy.

Assessment :-

→ Sentence competition Test

→ Child Behaviour Test

→ Child's Portfolio Test

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Educattional Prayéssions

→ Psychodnalytéc Approach – Dynamics of Personality develop.

→ Psycho-educational Approach – combines the elements of cognitive-Behaviour-therapy, group-therapy & Education

→ Humastéc approach :- This emphasizes the Individual's personal growth, the centrality of human values, the creativity & the resource of human.

→ Ecological Approach :- This focuses on the perception & control of Behaviours that occur naturally, that is outside the laboratory..

→ Behavioural Approach :- This brings psychological, social and contextual explanations of human behaviour to educate people.

earning Difficulties L.D.

Identification :-

→ Seems dull & slow in responding.

→ Can not correctly recall or follow instructions.

→ Gets easily distracted.

→ Confuses between left & right.

→ Misses the lines or reads them twice, while reading.

→ Reads word backwords (on/no, saw/was)

→ Reverse letters (b/d,)

→ Does not match the letter when they sound t

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Assessment of Learning disabled Children

→ Preschool level assessment - Cognitive, sensory, affective, motor, social conceptual and language communication.

→ Elementary & Secondary level assessment - Reading test, Neurological examination, visual-motor-Gestalt test, Bio-chemical screening etc.

→ Besides these :-
- Informal arithmatic Test
- Wide range achivement Test
- Stanford - Binet Test
- Informal graded word - recognition Test

Educational Provisions :-

This is of 3 types :-
1. Day school (Segregated Setti
2. Special class in general School
3. Mainstreaming Integration

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Juvenile Delinquency Children

The delinquent children are identified by observing their behaviours in society & social, situation.

① Gambling
② Cheating
③ Pick pocketing
④ Robbery
⑤ Dacoity
⑥ Property
⑦ Assault
⑧ Begging
⑨ Kidnapping
⑩ Violence

Assessment / Educational Provisions :-

→ Adequate Schooling
→ Recreational activities
→ School Environment

Challenges and Prospects in Identification & Assessment of Children in Inclusive Education.

Assessment make educational decisions about placement & the educational programe for a particular.

Ethical Issues

↑ Evaluation must be in the primary language of the child.
↑ All evaluation devices must be professional.
↑ Test should be administered by trained personal.
↑ Assessment should contain more than 1 I.Q Test.
↑ No one test can be used for placement.

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Unit-4: Policy Perspectives for Children with Special Needs

4.1 International Legislations –Salmanca Declaration, UNESCAP, UNCRPD

4.2 National Legislations – NPE-1986, PoA-1992, RCI Act-1992, PWD Act-1995 with latest amendments , National Trust Act-1999, RTE Act-2009

4.3 Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

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UNIT-4

Policy Perspectives For Children With Special Needs

① International Legislations :-

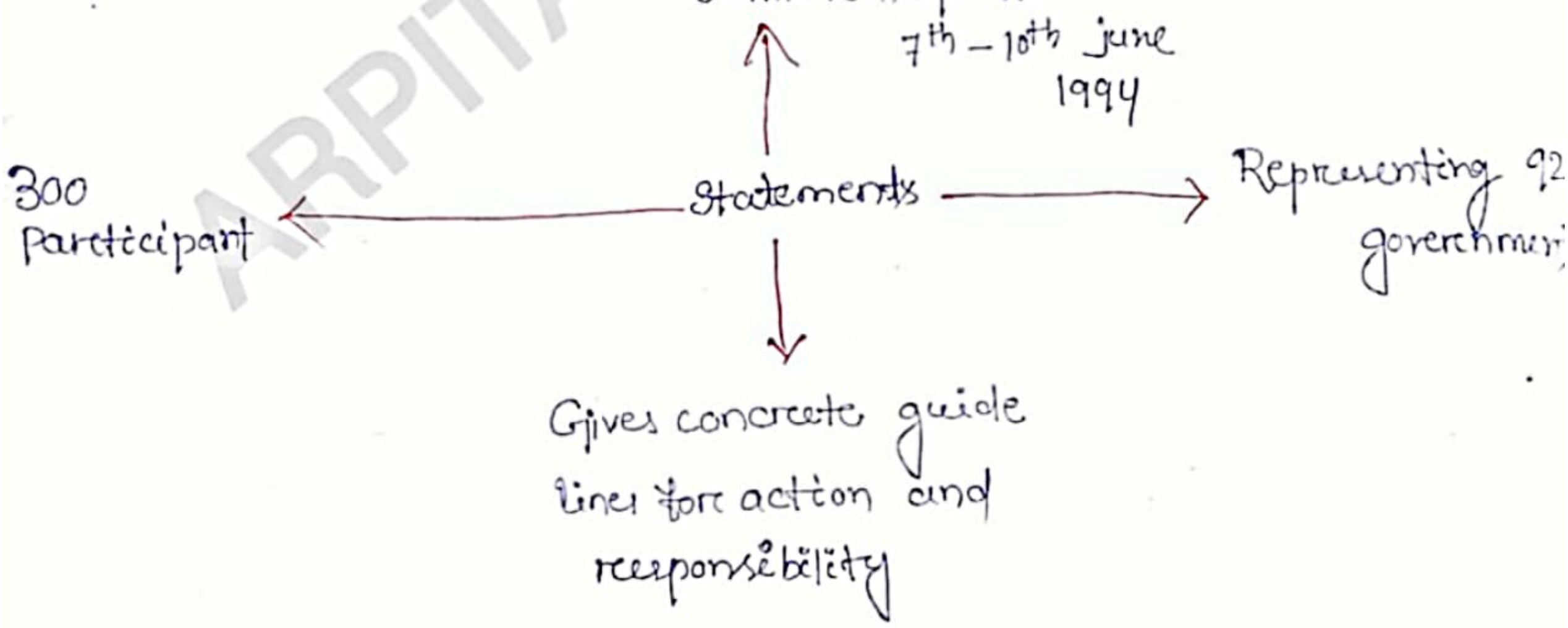
→ The policies and legislations on disability are framed for empowering the persons with disabilities to live a better life like a normal person.

→ Though each country has its own policy, which based on the International policies - observation of UN declarations & recommendations of world conferences on disability.

→ These policies helps in education, empowerment and employment.

② Salamanca Declaration :-

This is an important international policy document about inclusion.



→ Salmanka Statement build on- Universal declaration of Human rights (1948).

→ Conclusions from" standard rules on the equalization of opperotunity for persons with disability

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→ The world conference on education for all" (1990).

- The fundamental Principle of the inclusive school as proposed in the Salamanca statement is that - "all students should learn together, where possible, and the ordinary schools must recognise and respond to the diverse needs;

United Nations Economic And Social Commission For Asia And Pacific (UNESCAP)

"UNESCAP was established in order to increase economic activities in Asia ~~and~~ as well as to foster Economic relation between regions and other areas of the World".

Later national meeting on convention has been made to promote ~~convention has been made~~ and protect of the rights & dignity of the person with disabilities.

Objective of convention/meeting :-

Main objective is to recognize that a person with disability are getting full range of rights are not.

Principles

Main principle is to ensure non-discrimination & equal opportunity.

Scope of Convention/Meeting :-

1. Its scope is so vast.
2. It is not just medical diagnosis of a person, it should care for physical and mental health.

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Elements of the Convention

→ Universality of rights of persons with disabilities.
→ Definition of disability
→ Definition of discrimination based on disability.
→ State parties obligations in applying the convention.
→ Procedures for remedies enjoyed by individuals.

UNITED NATIONS CONVENTION OF RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD) - 2006

→ The UN Convention on the Rights of Persons with Disabilities is an international human rights treaty dealing with the rights of disabled people.
→ It was adopted in 2006 in the New York head quarters of the United Nations and entered into force in 2008.
→ Currently, the convention has received 177 ratifications.
→ The convention is legally binding.
→ The convention reaffirms that all persons have equal rights and fundamental freedoms.

Goal

A chief goal behind the treaty is to eleminate the idea that disabled people are objects of charity and to reiterate the fact that they have equal rights as much as any other person in society.

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Article 3 of the said Convention envisages general principles which include:-

- Respect for dignity, autonomy freedom to make ones own choice and Independence of persons.
- Non-discrimination.
- Full & effective Inclusion & participation in society.
- Respect for difference & acceptance of persons with disabilities as part of human diversity & humanity.
- Equality of opportunity.
- Accessibility
- Equality between men & women.

National Policy of Education (NPE) - 1986

→ motor / mild handicap learners will be common with that of other
→ Special Schools with hostel will be provided as far as possible at district ~~head~~ headquaters, for the handicap children.
→ Vocational training to the disabled.
→ Orientation of Teachers training prog. for Primary classes.

Programme of Action (POA) - 1992

→ This gives emphasis on the removal of disparities and equalize educational opportunities by attending to the specific needs of those who have been denied equality.

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Objectives :-

→ Education must play a positive and interventionist role in correcting social and regional imbalance.
→ Empowering women in securing rightful space.
→ Empower disadvantaged groups & the minority.
→ Empower the differently abled students and make them complete there education.

Implementation :-

→ The project integrated education for disabled is being implemented as a field of demonstration in on block each in 10 states & UTs.
→ Teacher traing is important. Each DIET has been provided a resource centere for orienting elementary teacher.
→ Faculty from 102 DIETs have so far received induction training at the NCERT.
→ The ministry of labour manages 17 vocational Rehabilitation centres (VRCs) for the handicapped & help in their placement.
→ The apprenticeship training scheme are reserved for candidates who are handicapped but have the aptitude and are fit to undergo the required training.
→ The states and UTs have been advised from time to time to implement the reservation for the handicapped.

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- Assessment and accreditation of institutions
- Distance education
- Publication
- Navshikhar channel
- National interactive web portal "punarbhava" on disability
- Zonal coordination committees

4. PERSONS WITH DISABILITIES (PWD ACT) -1995

"The persons with disabilities (equal opportunities, protection of rights and full participation) act 1995" has come into enforcement on February 7, 1996. This law is an important land mark and is a significant step in the direction to ensure equal opportunities for people with disabilities and their full participation in the nation building.

Main provisions of the act:

- Prevention and early detection of disabilities
- Education
- Employment
- Non-discrimination
- Research and man power development
- Affirmative action
- Social security
- Grievance redress

Prevention and early detection of disabilities:

- Surveys, investigations and research shall be conducted to ascertain the cause of occurrence of disabilities.
- Various measures shall be taken to prevent disabilities. Staff at the primary health centres shall be trained to assist in this work.
- All the children shall be screened once in a year for indentifying "at –risk" cases.
- Measures shall be taken for prenates pri-natal and post-natal care of the mother and child.

Education:

- Every child with disability shall have right to free education till the age of 18 years in integrated schools or special school.
- Appropriate transportation, removal of architectural barriers and restuctioning or modifications in the examination system s 'l be ensured for the benefit of children with disabilities.
- Children with disabilities shall have the right to free books, scholar ships, uniform and other learning material.
- Special schools for children with disabilities shall be equipped with vocational training facilities.
- Teachers training institutions shall be established to develop requisite human resources.

Employment:

- Three percent of vacancies in govt. employment shall be reserved for people with disabilities. One percent each for persons suffering from blindness or low vision, hearing impairment, and loco – motor disabilities cerebral palsy.

able scheme shall be formulated for:

- The training and welfare of persons with disabilities
- The relaxation of upper age limit
- Regulating the employment
- Health and safety measures and creation of a non-handicapping
- Creating an environment in places where persons with disabilities are employed.
- Govt. educational institutes and other educational institutes receiving grant from Govt. shall reserve at least 3% seats for people with disabilities

Affirmative Action:

- Aids and appliances shall be made available to people with disabilities.
- Allotment of land shall be made at concession rates to the people with disabilities for house, business, special recreational centres. Special schools and factories by entrepreneurs with disability

Non-discrimination:

- Public building rail compartments, buses, ships and air crafts will be designed to give easy access to people with disabilities
- In all public places and in waiting rooms, toilets shall be wheel chair accessible.
- Braille and sound symbols are also to be provided in lifts.
- All the places of public utility shall be made barrnier free by providing ramps.

Research and Man power development:

Research in the following areas shall be sponsored and promoted

- Prevention of disability
- Rehabilitation including CBR
- Development of Assistive devices
- Jab identification
- On site modification of offices

5. NATIONAL TRUST ACT, 1999

"The national trust for the welfare of persons with autism, cerebral palsy, Mental retardation and multiple disabilities act, 1990 received the assent of the president on the 30 December, 1999"

Objectives of the trust:

The objectives of the trust shall be:

a) To enable empower persons with disability to live as independent and as fully as possible with is and as close to the community to which they belongs;

b) To strengthen facilities to provide support to persons with disability to live with in their own families;

c) To extend support to registered organization to provide need based services during period of crisis in the family of persons with disability;

d) To deal with problems of persons with disability who do not have family support;

e) To promote measures for the care and protection who do not have family support.

f) To evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection;

g) To facilitate the realization of equal opportunities protection of rights and full participation of persons with disability and.

h) To do any other act which is incidental to the afore said objects.

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REHABILITATION COUNCIL OF INDIA (RCI ACT -1992)

The RCI - 1992 was passed by the parliament which came into force with the effect from June 22, 1993.

SSA (2000) Sarva Shiksha Abhiyan :-

SSA has been operational since 2000 - 2001 in partnership with state government to achive the goal of universalisation of elementary education

→ This adopts a ZERO rejection policy & uses an approach of converging various existing schemes and programmes. It covers the following components under education for children with disability -

Objectives

→ All children "Back to School" by 2003.

→ All children complete 5th Schooling by 2007 (Primary)

→ All children complete 8th Schooling by 2010 (Elementary)

→ Universal retaintion by 2010.

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RMSA - Rastriya Madhyamik Shiksha Abhiyan

→ RMSA is a National Mission for Secondary Education launched in 2009 in India by MHRD with state partnership

Objectives

→ To enhance the enrollment rate from 52.26% (2005-06) to 75% within 5 yrs (2009-14).

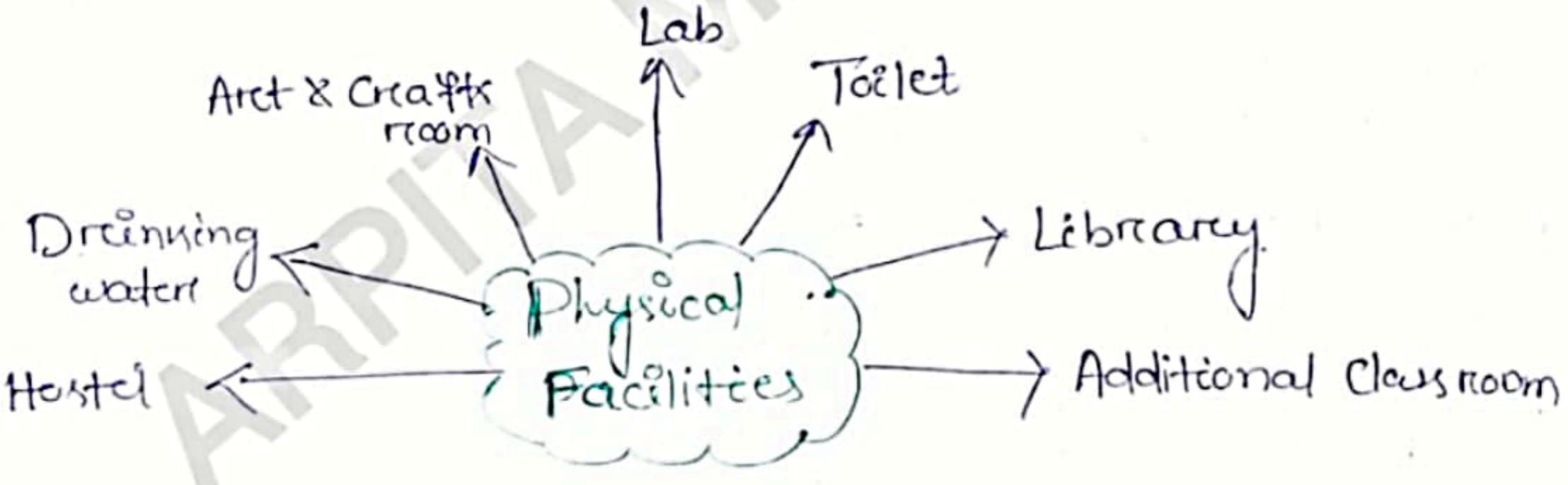
→ It aimed to provide universal education for all children between 15-16 yrs age.

→ To improve quality of education at secondary level.

→ To remove Socio-economic, gender & disability barriers.

→ Universal access to secondary Education by 2017.

→ Universal retention by 2020.



RMSA is a Holistic & convergent programmes which addresses
- Access
- Quality
- Equity

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...e

...built up
the capacity to train single disability special teachers for special schools.

3. REHABILITATION COUNCIL OF INDIA (RCI ACT)- 1992

The rehabilitation council of India (RCI) Act 1992 was passed by the parliament which came into force with effect from June 22, 1993. The additional amendments in the Act in 2000 gave the additional responsibility of promoting research to the council. RCI is the only institute which takes care of human resource development of different categories of professionals for comprehensive rehabilitation of persons with disability.

Objectives of RCI:

1. To regulate the training policies and programs in the field of rehabilitation of people with disabilities.
2. To bring about standardization of training course for professionals dealing with people with disabilities.
3. To prescribe minimum standards of education and training of various categories of professionals/personnel dealing with people with disabilities.
4. To regulate these standards in all training institutions uniformly through out the country.
5. To recognize institutions / organizations / universities running masters degree / bachelors degree / P.G/Diploma / diploma / certificate courses in the field of rehabilitation of persons with disabilities.
6. To recognize degree / diploma / certificate awarded by foreign universities / institutions on reciprocal basis.
7. To promote research in Rehabilitation and special education.
8. To maintain a central rehabilitation register for registration of professionals / personnel.

Categories of professionals allocated to RCI:

The council has been assigned with the responsibility for developing standardizing and regulating training programs for the following 16 categories professionals / personal in the field of rehabilitation and special education to ensure quality services to persons with disabilities.

1. Audiologist and speech therapist
2. Clinical psychologist
3. Hearing and ear mould technicians
4. Rehabilitation engineers and technicians
5. Special teachers for educating and training the handicapped.
6. Vocational counselors, employment officers and placement offices.
7. Multipurpose rehabilitation therapists, technicians
8. Speech pathologists
9. Rehabilitation social workers
10. Rehabilitation practitioners in mental retardation
11. Articulation and mobility specialists
12. Community based rehabilitation professionals
13. Rehabilitation counselors, administrators
14. Rehabilitation psychologists
15. Prosthetics and orthotists
16. Rehabilitation work shop managers.

RCI also includes

- Recognition of training institutions
- Standardization of training programmes
- Registration of professionals / personnel
- Continuing Rehabilitation education / seminar / workshops.

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EDUCATING CHILDREN IN INCLUSIVE CLASS-ROOMS

UNIT-5

Barrier free Access :- To universal access for all children & adults with in the school without any obstacles.

Physical Environment of learning for student with Special Needs

→ Room layout & appearance.
→ Room arrangement with furnitures.
→ Ventilation (windows & doors)
→ Proper space for seating arrangement.
→ Light.

Sociological & Psychological Barrier free Environment

→ Family Support
→ Psychological Support from Peer group
→ Support from Neighbour
→ Sympathetic acceptance of School.

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General Strategies for Barrier free Environment :-

Assess to Physical Environment

→ Path from gate to school building to playground must be clear.
→ All entrances & doorways should be between minimum 4'-5' feet wide.
→ Toilet facility for CWSN.
→ Drinking water should be accessable to CWSN.
→ Windows, Lights, low benches must be accessed.
→ Steps should be equal and minimum thight.
→ All signs & notice must be in print, visual & Braille.
→ Safety of all children must be ensured.

Asses to curriculum Teaching learning Process :-

→ Adoptation & accomodations needs to be made in procedures for assesment, use of teaching strategies including signs & gestures and use of teaching learning materials as per the needs of varied needs of CWSN.
→ Ensure participation of CWSN in class.
→ Use ICT for betterment
→ Availability & accessibility of TLM inside the classroom

Strategies for Children with moving Difficulties & Cerebral Palsy :-

→ Ensure wheel chair accessibility to every where in school.
→ Ramps with handrails.
→ Ensure adequate space allocation.

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→ Arrangement of suitable writers for children with writting difficulty.

→ Class on ground floor.

→ Communication & interaction with them on individual level is important.

Strategies for Children with Intellectual Difficulties / Mental Retardation:

→ Ensure that visual, tactile & pictorial learning aids are available & accessible.

→ Use of concrete objects as TLM, needs to be emphasized.

→ Give enough time for individualized teaching learning opperdunity

Strategy for children with Hearing difficulties :-

→ Provision of suitable hearing aids & theire maintainance should be ensured.

→ The trained teacher must be appointed.

→ Ensure increased use of pictorial training

→ Sign language can be given as an option under co-curricular activity to enhance peer support. (3L formula)

Strategy for children with Visual Difficulties

→ Ensure availability of accessible teaching learning Materials.

→ Science lab with Braille labelling, tactile charts etc

→ Availability & training in screen-reading.

→ Training in daily living skills, orientation & mobility

→ The school environment should be properly managed.

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Strategies for Children with Multiple Disabilities

→ Availability training & use of appropriate aids and appliances should be ensured.

→ Access to communication and information devices.

→ Information to be provided in appropriate format. (Braille, Sign language, text, large Print : A-V aids etc).

→ Effective use of peer support to enhance communication and mobility skills.

→ Training on daily living skills should be provided.

Assistive Devices And Technologies Required for Education of Children With Special Needs in Inclusive Class - Room

Assistive Devices:- Assistive are any devices or aids that can directly help persons with disabilities of daily gaining greater independence in understanding activities of daily pursuing education, acquiring movement in the Build environment, working & engaging in leisure activities.

① Aids for Reading

② Aids for Writing

③ Aids & appliances for Visually impaired.

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Writing Devices

Aids & Appliances for Visually Impaired

- Braille Slate & Stylus

- Natesan Block

Fig. 4. Natesan Block

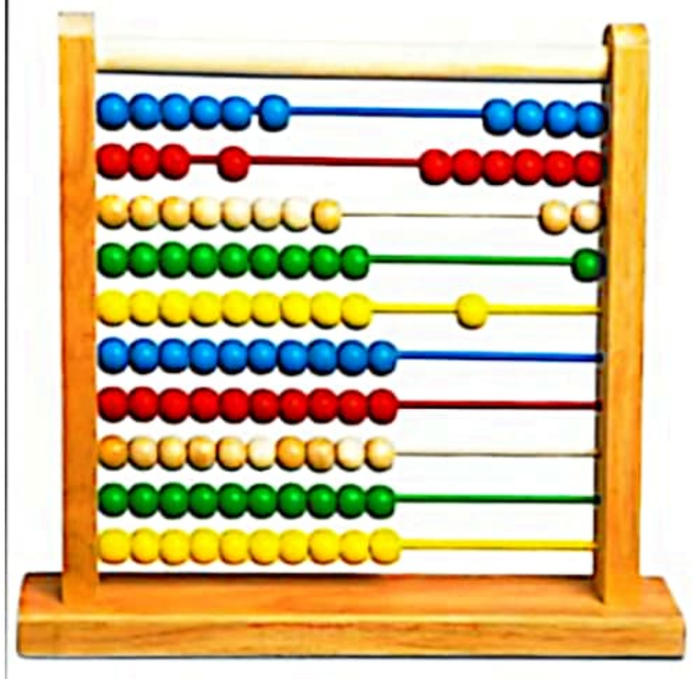
- Alphabetic Plate

- Braillers

→ Braillers is shaped like a type writer, it has six keys and a spacer.

→ It is used more or less in the same way as a type-writer.

→ Mathmatical Devices



→ Geometrical Set.

Aids & appliances for Children with low Vision

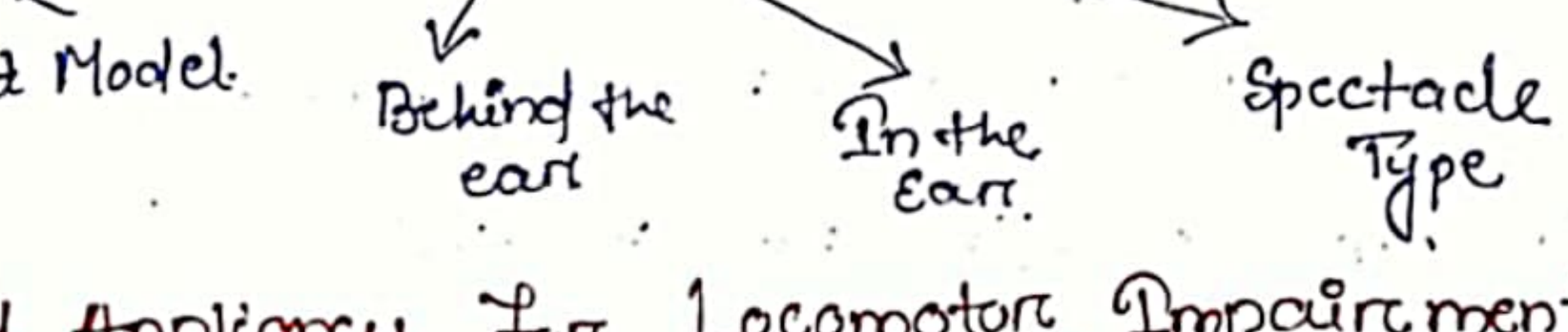
① Basic low Vision Devices → Spectacles, bi-focal aids, simple magnifier, reading stands & lamp.

② Optical Low-vision Devices → Special contract lenses, microscopic spectacles, ~~—~~, Stand magnifiers,

③ Non-optical Low-Vision Devices → Large phone dials, Large Book print, audiable Clocks & Alarms, touch watches.

Aids & Appliances for Children with Hearing Impairement

→ Audiometer
→ Speech trainer
→ Hearing aids
→ Hearing aid test Box
→ Computers
→ Model of ear
→ Group hearing aids
→ Toys for playing
→ Assessment tests



Aids and Appliances for Locomotor Impairment

→ Prosthetic Devices - Artificial arms / Legs / hands etc.
→ Writting Aids - Support wrist, elbow, fingers etc.
→ Orthotic Devices - Surgical modified Boots, Braces, knee cages etc.

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Aids for Intellectually Impaired :-

① Psychological Tests :- These tests should be standard Intelligence tests as recommended by WHO norms.

② Play Therapy set, Montessori & Kindergarten Teaching set.

③ Television & VCR

④ Toys

⑤ Thematic charts - charts with explains different Themes.

Need For Parent And Community Involvement to Promote Positive Behaviours & social Competence in Children with Special Learning Needs

"Every one belongs to these schools, every one is welcome to the school."

→ Non-Involvement of parents are barriers in education of disabled child.

→ In many cases parents send their children to School but are not involved in any aspect.

→ Involvement and co-operation is very important.

→ They should show positive hope for their child's future.

→ A co-operative, supported partnership between School - Teachers - Parents is very important

→ Involvement of the community on social intervention is a necessary condition for the success of the Education of children with special needs.

→ Local administrators should encourage community participation

→ Creating awareness.

→ Create more demand for education.

→ Establishment of new schools & enhancement of Scope.

→ Sustainable community participation.

Challenges & Prospects in Providing Education in Inclusive Class-Room

The new challenges to Inclusive education is to meet the needs of all children with & without disability in the general class room.

① Disable students with normal students is practically difficult to
② Negative attitude of parents. Thanks

(iii) Difficult for a teacher to manage everyones needs & demand.

(iv) Poor-colaboration of local community.

(v) Social Barrier

(vi) Large Class size.

(vii) Inadequate teacher training & support.

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5.4 NEED FOR MULTIDISCIPLINARY APPROACH TO ADDRESS THE EDUCATIONAL NEEDS OF CHILDREN WITH SPECIAL LEARNING NEEDS

5.4.1 MULTI-DISCIPLINARY APPROACH

This is recent approach for advancing new knowledge in the edifice of any discipline. This approach is now being used in teaching as well as research activity.

The term "multi-disciplinary approach" refers to the interaction of two or more disciplines.

In the present time our social and profession problems are too complex. They cannot be solved by the experts of one discipline. It requires that the exerts of various discipline should work jointly to provide workable solution of the problems. The solution of the problems will be common contribution of the discipline which have worked together.

Every child matters:

Children act – 2004.

1. Build services around the child.
2. Understand and respond to children's need in a holistic way

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3. Support parents, careers and families.
4. Better safe guards for children and young people.
5. Focus on opportunities for all.
6. Integrating of working practices, processes, strategy and governance.

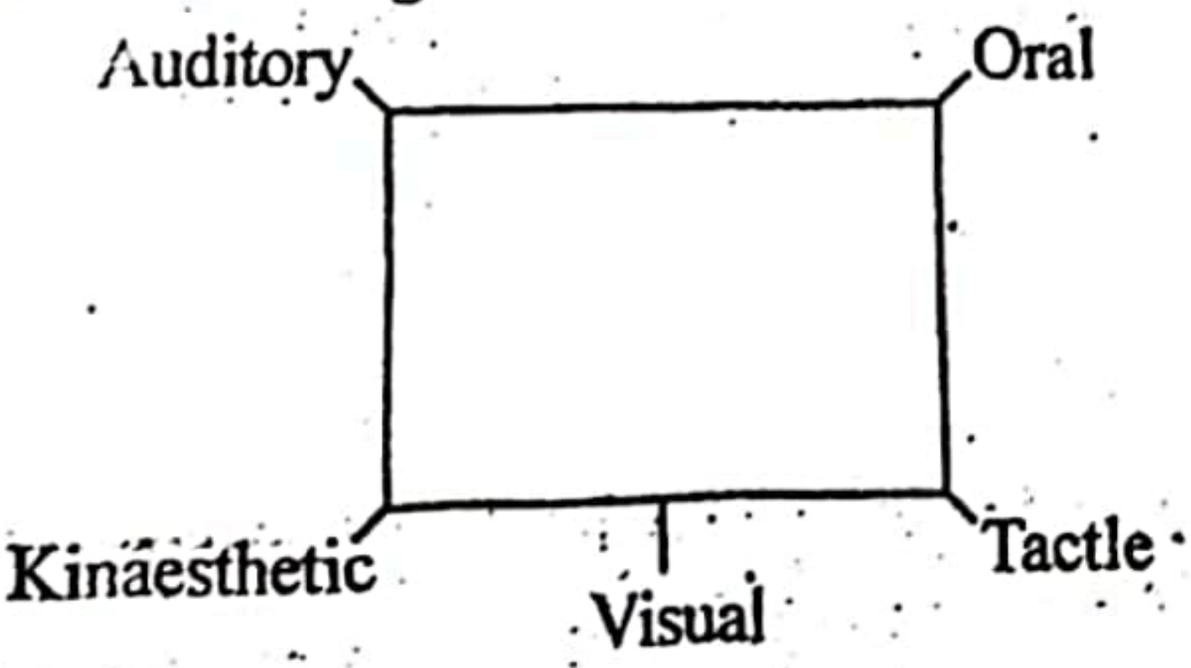
Multi-agency working

a) Education
b) Social care
c) Health
d) Children Services

Multi-disciplinary term

a) Field worker
b) CBR personal
c) Special teacher
d) Medical professional

Approaches + Learning



Access to the curriculum

a) Differentiation
b) Specialist leaning resources
c) Use of ICT (information and coruscation technology)
d) Soft ware / hard ware
e) Personalized learning
f) Flexibility

Supporting learning disabilities in the class – room

a) Class teacher
b) Support assistant
c) Specialist teacher

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d) Speech and language therapist
e) Educational psychologist
f) Learning mentors
g) Counsellors
h) School nurse
i) Key worker
j) Lead professional
k) Parents

Good classroom practices

1. Set routine rules and procedures.
2. Clearly defined area.
3. Resource are well labeled and easily accessible.
4. The class – room is prepared of each lesson.
5. The labels and signs around school are clear and consistent
6. Children's work is celebrated through display.
7. Good behaviour management strategies which celebrate plus positive contribution.
8. Friendly, simulating and good environment.

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c) **Spccial teachers:** Special teachers identify the need of educationa facilities for the children with disabilities.

d) **Medical professionals:** Medical officers of the primary health centres, medical team of district government hospital and medical professionals from the non-government organization involve is disability screening programmes in the rural and urban areas.

Functions of multidisciplinary team:

1. To screen the persons with disabilities
2. To refer the medical intervention
3. To provide follow up service during medical intervention.
4. To give home based training for accommodating in the schools.
5. To refer the formal education.
6. To provide vocational training in the community where the disabled persons are living.
7. To provide placement service
8. To provide, counseling to the families who have the incidence of disabilities.

Challenges

1. Common understanding terminology
2. Co-ordination of professionals
3. Change in rolls and responsibilities
4. Mapping of provision
5. Training
6. Funding

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